

Consolidated School Improvement Plan 2025–26

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
Building Name: AC Davis High School	<p>Does your school share a building with another school?</p> <p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.</p>
School Code: 425	<p>Grade Span: 9-12</p> <p>School Type: High School</p>
Principal: Dr. Heather Hastie-Ulery	Building Enrollment: 2458 (Headcount)
School District: Yakima.	F/R Percentage: 85.9%
Board Approval Date: TBD	Special Education Percentage: 11.8%
Plan Date: August 2025	English Learner Percentage: 25.1%
<p>Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</p> <p>Comprehensive</p>	



Section 2: School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Heather Hastie – Principal
The following are ILT members:
Alita Miller – Instructional Facilitator
Nathan Barajas-ELA Teacher
Garry Carpenter – Math Teacher
Archana Barik – Science Teacher
Belinda Allred – Social Studies Teacher
Beth Dalman – IB Coordinator/ Science Teacher
Darren Ulery – Career and College Readiness Specialist
Erin Smith – Health and Fitness Teacher
Jill Ceja – Assistant Principal
Hector Camacho- Assistant Principal
Katie DeHaven – Social Studies Teacher
Lenin Caltenco – World Language Teacher
Mikayla Sievers – ELA Teacher
Miyuki DeMond – World Language Teacher
Shawn Borup – Special Education Teacher
Tammy Rasmussen-Woods – ELA Teacher

The following are community partners:

Linda Iasella – Faith Based Partner
Jake Kupp – Faith Based Partner
Melissa Richter-Parent
Nina Dobrev-Faith Based Partner

Section 3: Vision and Mission Statement

Davis Mission Statement: **We educate students for success: life-long learning, employment, and social awareness.**

Davis Vision: **Dedicated, Honorable, and Safe**

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

Student Populations

1. What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicator of learning and teaching success (e.g., Washington School Improvement Framework)?

Davis High School is working on key indicators in the WSIF data. Focusing on our supports for Migrant, Native and BIPOC students has helped address our areas that need to increase in growth. This year we are focusing on our multilingual learners. We expanded our inclusion classes in both EL and SWD to help our students who need extra scaffolding to reach academic and social emotional success.

Davis is also working on culturally responsive teaching and authentic learning with staff Professional Development. This year we will continue to focus on our Migrant, Native, and BIPOC students. Specifically, though, we will focus around our multilingual learners in all areas. As an ILT, we focused last year on Seidlitz and Perryman's *7 Steps to a Language-Rich, Interactive Classroom*. This year, we are expanding this to all staff through professional development, focused PLTs, and learning walks between staff members. We are also focusing on attendance and different action steps within attendance, as a school wide goal and initiative.

We noticed a number of students who struggle with reading and math, so we increased our reading intervention offerings last year and we saw an increase in reading scores schoolwide. We are continuing our schoolwide reading strategy and increased reading and math interventions. We have a new universal screener/benchmark assessment this year (STAR) and we will be utilizing this and focusing on having students track their own progress, as well as communicating with families.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?

We noticed a number of students who struggled with reading, so we increased our reading intervention offerings last year. Additionally, we have had a schoolwide reading focus the last three years and a schoolwide reading strategy of marking the text that we implemented and is in place. We had a marked increase in reading scores schoolwide based off the Reading Inventory in spring of 2024. We exceeded the goal of increasing by 8% overall and by demographic groups. On the SBA in ELA, our migrant students outperformed all students by 24%, and we believe that is due to a focus on our migrant students and on reading. As far as leveraging this success, all teaching staff met with admin and IFs in breakout sessions to look at our data, then discussed how we could utilize a model like what we are doing with migrant students for our EL students and others. Also, our math scores continue to be a challenge and we are developing a schoolwide math goal, similar to what we have done in reading for the past three years. This past year, although a new assessment was enacted (Fastbridge), we continued our reading focus building-wide and ILT focused on multilingual learners. We are taking that success and now, schoolwide, focusing on our multilingual learners using strategies from 7 Steps. In addition, we will focus on expanding inclusionary practices in our building for students on IEPs. Graduation rates are now at 95% overall and that is an additional increase from last year. Also, diminished discipline rates are another strength and we developed a plan last year (24-25) for supporting our hispanic males and prevention and intervention.

3. What are possible root causes your team has identified for areas of improvement? Consider areas of strength and what it will take to build strength in other areas.

Possible root causes are inconsistent approaches in instructional practices for multilingual learners in the core classes. This could also be due to the knowledge base of staff in best practices for multilingual learners. Hence, focusing on the 7 Steps to a Language-Rich Classroom. Another possible root cause is inconsistent attendance and how we differentiate for students when they come back into classes after missing a lot of time. Now, given additional case management for migrant students, that could be a root cause of higher performance levels by this particular group and not others. We also have a discrepancy in alignment between our guaranteed standards chosen and the SBA assessment. We will now have the third screener/benchmark assessment in three years for reading and mathematics, which contributes to inconsistencies in measurement and growth.

Educators

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?

Our focus is on professional learning teams in departments and how that connects to the larger PLC of the whole school.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Our interventions and supports for students continue to be refined with our migrant team, our inclusion teachers, and our transition specialists. Professional development for administration to calibrate the Danielson framework for effective teaching practices. We continue to implement and strengthen these practices and continue on a five-year plan of implementation. Additionally, we will be focusing and providing PD for all teachers on MLs with the 7 Steps to a Language-Rich, Interactive Classroom. Inclusionary practices professional development pd will continue through the year. Instructional Rounds will be implemented on a larger scope, other than just ILT members. Admin and IF will attend pd for multilingual learners, inclusive of WABE and WIDA.

2. *What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

Our focus on our migrant, Native, and BIPOC students and our focus as a school on a schoolwide reading strategy and intentional strategies in the classrooms to improve reading, as well as reading intervention for those who need it. This is evidenced by the increased scores overall and in demographic groups of growth on the Reading Inventory. It is also evidenced by our migrant students outperforming all students on the ELA SBA by 24%.

Our professional learning teams are influencing teachers in small groups to work with common formative assessments and then circle back to students who need extra support to achieve the learning based on the assessments. Metrics of success are improved test scores, improved STAR assessment scores, decreased discipline numbers, increased graduation rates.

Changes to the master schedule have been intentional and proving to be successful through tracking of grades and student success in co-taught classes. This is also inclusive of being more intentional about common planning times for co-teachers, EL teachers, and having special education teachers and gen ed teachers partnering within the same content and having specific teaching partners.

Student voice opportunities throughout the year, including voice circles, student advisory council, house of representatives, student interviews.

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

The main resource inequity would be in case management of our migrant students. There are additional human and fiscal resources in this area to support students and family nights, specific to this demographic group. Given our current budget constraints with BEA funding, we have had to cut staff, such as counseling and admin, but continue to work on strengthening our

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

faith-based and community partnerships to be able to extend services to more students, as well as partnering with the ESD with our student assistance and mental health programs.

2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

We have added a mental health support specialist (ESD), a social worker intern, transition specialists, and a migrant graduation specialist. We have also adjusted our master schedule to increase the number of support classes to meet our students' academic needs. We utilized data from BSET and other sources to determine what the Tier II and Tier III needs were. We also have three dedicated reading teachers.

Areas to be strengthened are training the entire staff on our data retrieval system (Homeroom Connect), which has even changed again from the year prior, so that administrators, counselors, and teachers can pull data on their students to better support their needs. We will also continue to work on culturally responsive teaching practices, and making our accommodations consistently implemented across the board. We will be focusing on our MLs and strengthening instruction in all classes for our MLs and our communication with ML families. Co-teaching is a strength of ours, and we need to continue our journey towards true inclusionary practices.

3. How did your school identify these areas of strengths and improvement?

We identified these strengths and areas of improvement using data from internal benchmarks in social emotional wellbeing (SAEBRS), prior ELA and Math screening/benchmark assessments, graduation rates, and freshmen success rates by category. We also looked at the ELA and Math SBA and WCAS data, as well as attendance, discipline, and district survey perceptual data (prior was CEE and now is a district developed assessment).

4. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

Student Assistance Professional program through the ESD 105 partners for drug and alcohol counseling is one support, as is the ESD mental health counseling support. These two partner with counselors, families, teachers, and are part of our BSET team to provide targeted support for our students. Additionally, we have a thriving and strong partnership with our faith-based community. Over twenty adults partner with the school to welcome students, volunteer in classrooms, provide materials for students, and support the staff, as well.

5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?

Faith based partnerships and migrant family engagement are strengths. We also have parent conferences twice a year. We have been working to strengthen our Native Family engagement groups with Yakama Tribal support. We hope to strengthen and build engagement with our multilingual learner families through family nights and a parent advisory council that supports our bilingual students, made up of our parents and guardians of our bilingual students.

Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2025–26. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.

5a.SY 2025–2026 SMARTIE Goal #1:

Increase Freshman On-Track Percentage

We will increase our Freshman On-Track percentage from mid-term to semester by 15% among all demographic groups, specifically focusing on ELL and SWD.*

**students passing all classes*

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Who will monitor the progress of this overarching goal?

When/how often will they monitor progress toward this overarching goal?

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.

****Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)***

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

<p><u>Activity 1</u></p> <p>Pull freshmen grade data at mid-term and semester, both in semester 1 and semester 2 and analyze the data as a whole staff, in ILT, and in PLTs</p>		<p>For this specific goal, we will measure progress in October and January. We will measure again in March and June.</p>	<p>Principal and assistant principals, IF, ILT, and then all staff through PLTs will monitor and will determine actionable steps based on the students represented in their content.</p>	<p>Homeroom Connect, Skyward, Professional Development, PLT collaboration time, freshmen transition specialists</p>
<p><u>Activity 2</u></p> <p>Train Administrators, ILT members, and teachers (in that order) on the HOMeroom COnnect System</p>		<p>Ongoing</p>	<p>District Assessment Coordinator, Assistant Principals, IF</p>	<p>Staff training during established Monday and/or Wednesday early release</p>
<p><u>Activity 3</u></p> <p>One-on-one meetings with students not on track with teachers in Advisory; meetings with freshmen transition specialist, students staffed through BSET</p>	<p>Grade data</p>	<p>Throughout the school year</p>	<p>Teachers, Advisors, Transition Specialists, BSET Team Members</p>	
<p><u>Activity 4</u></p> <p>Fall Student Parent Conferences and spring conferences</p>	<p>Attendance, grade, discipline data</p>	<p>October 27-October 31; March 30-April 3</p>	<p>Advisors</p>	
<p><u>Activity 5</u></p> <p>Targeted supports for multilingual and students with IEPs</p>	<p>Attendance and grade data every two weeks</p>		<p>Migrant graduation specialist and, Migrant Student Advisory, Native Ed TOSA, Admin, ML and IEP teachers/case managers</p>	<p>Homeroom Connect, SKywards, 7 Steps, human resources through positions previously listed</p>

<p><u>Activity 6</u></p> <p>Freshmen students who are chronically absent are met with and parents contacted by freshmen transition specialist. Check in and check outs (CICO) are done with students who are grade and attendance deficient.</p>	<p>Attendance data, grade data, and CICO sheets</p>	<p>Ongoing</p>	<p>Attendance AP</p>	<p>Freshmen transition specialist, CICO sheets, BSET data-Skyward and Homeroom</p>
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. LAP funds, Title I Part A, Title III, Title I Part C

5b. SY 2025–2026 SMARTIE Goal #2:

Increase On-Time Graduation

We will continue to increase our on-time graduation percentage from 85% in 2022 to 95% in 2026 among all demographic groups, specifically focusing on ELL, SWD, and BIPOC students.

**Grad rate for 2025 is 94% (still to be verified by OSPI)*

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Who will monitor the progress of this overarching goal?

When/how often will they monitor progress toward this overarching goal?

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p><u>Activity 1</u> Work with options for credit retrieval including Red Comet, zero period, after school credit retrieval</p>	<p>Attendance, grade data, graduation milestones in Skyward</p>	<p>Regularly throughout the school year</p>	<p>Alpha Counselor Advisory teacher Content or credit retrieval teacher</p>	<p>small group and 1-1 meetings, tutoring, academic planning</p>

<p><u>Activity 2</u></p> <p>Targeted supports for migrant students, Native students, multilingual learners, and students on IEPs</p>	<p>Attendance, grade data</p>	<p>Quarterly during the 25-26 year, parent nights,</p>	<p>Migrant advocates and graduation specialist, Native Ed TOSA and Pro-tech, social worker intern, Career and college Readiness specialist, Admin, ML staff and IEP case managers</p>	<p>small group and 1-1 meetings with advocates and others, tutoring.</p>
<p><u>Activity 3</u></p> <p>Freshmen and sophomore students who are chronically absent are met with and parents contacted by freshmen and sophomore transition specialists. Check in and check outs (CICO) are done with students who are grade and attendance deficient.</p>	<p>Attendance data, grade data, and CICO sheets</p>	<p>Ongoing</p>	<p>Attendance AP</p>	<p>Freshmen transition specialist, Sophomore transition specialist, CICO sheets, BSET data-Skyward and Homeroom</p>
<p><u>Activity 4</u></p> <p>7 Steps of a Language-Rich Interactive Classroom was rolled out through ILT in 24-25 and now to all staff in 25-26; Learning walks across classrooms will be implemented to see strategies in action</p>	<p>WIDA scores, How often strategies are seen (and which ones) in classrooms, graduation data desegregated, SBA, STAR Reading</p>	<p>Ongoing</p>	<p>Principal and ILT, teachers, IF</p>	<p>The book for all staff members, training, funding for subs for learning walks</p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated

Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Migrant graduation specialist - Migrant funding
2. Native ed support - Native Pro-tech - Native funding (JOM)
3. Counselors - BEA
4. BIPOC - Social worker and Career & college specialist - Title I & CTE respectively
5. College Success foundation
6. Drug & Alcohol counselor - ESD
7. Career Choice classes - CTE
8. Advisory - CTE

5c. SY 2025–2026 SMARTIE Goal #3:

Schoolwide Reading Goal

We will increase proficient grade level readers by 5% overall on the STAR Reading Assessment from fall to spring, specifically focusing on ELL and SWD.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Who will monitor the progress of this overarching goal?

When/how often will they monitor progress toward this overarching goal?

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

****Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)***

<u>Evidence-based practice (intervention, activity, or strategy)</u>	Data Measures	Timeframe	Lead	Resources
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<u>strategy</u>) to support SMARTIE Goal				
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p><u>Activity 1</u></p> <p>Have students track data on the STAR Reading Assessment and Read 180 students track STAR and MAP data focusing on growth</p>	<p>Test all students using the STAR reading assessment and Read 180 using MAP assessment (track separately); look at Read 180 students as compared to the whole in 9th grade data-wise on STAR and on grades</p>	<p>2025-2026 – STAR testing 3 times a year</p> <p>Read 180-MAP assessment</p>	<p>Instructional Leadership team, Instructional facilitators, Administration. Read 180 teachers, Advisors, Students</p>	<p>STAR test, MAP test for Read 180, Marking the text professional development, Homeroom Connect system to review data three times a year..</p>
<p><u>Activity 2</u></p> <p>Continue all Staff implementing Marking the Text strategy with students.</p>	<p>Learning Walk Data and Classroom Observations</p>	<p>Continually throughout the year</p>	<p>ILT</p>	<p>Review training</p>
<p><u>Activity 3</u></p> <p>Admin and IF Learning Walks (or Instructional Rounds), collecting evidence of the</p>	<p>Learning Walk Data</p>	<p>Two times a semester</p>	<p>Principal, APs, IF,</p>	<p>Time/Intentionally Schedule</p>

schoolwide reading strategy and the 7 Steps				
<u>Activity 4</u> Train staff on administering the new STAR Reading assessment	STAR system	Fall 2025 prior to administering assessment	IF, Principal	STAR and August time
<u>Activity 5</u> Train all teachers on reading and analyzing the reports from the new STAR Reading assessment	STAR Reading Reports	Fall 2025 after administering assessment and throughout the year to review	IF, TOSA	Monday/Wednesday Early Release to analyze data three times a year
<u>Activity 6</u> Teachers participate in Instructional Rounds specific to 7 Steps and Marking the Text	Data from Instructional Rounds observations	Twice a year	Principal, IF, ILT	Time and funding for subs

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Title I ILT timesheets
2. Instructional Facilitator - Title I
3. PLT time- Built into District Calendar

5d. SY 2025–2026 SMARTIE Goal #4:

Schoolwide Math Goal

We will increase math scores by 5% overall on the STAR Math Assessment from fall to spring, specifically focusing on ELL and SWD.

**After giving the new assessment for fall, we will refine this goal to be more specific*

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Who will monitor the progress of this overarching goal?

When/how often will they monitor progress toward this overarching goal?

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

**Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)*

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

	<i>behavior change be measured?</i>	<i>progress be monitored or data reviewed?</i>		
<p><u>Activity 1</u></p> <p>Have students track data on the STAR math Assessment</p>	Test all students using the STAR math assessment; look at math intervention students as compared to the whole in 9th grade data-wise on STAR and on grades	2025-2026 – STAR testing 3 times a year	Instructional Leadership team, Instructional facilitators, Administrators, Math Intervention Teacher, Advisors, Students	STAR test, professional development, Homeroom Connect system to review data three times a year.
<p><u>Activity 2</u></p> <p>Math department develops a plan with goals and action steps to support the building math goal.</p>	Math department plan	By October 31, 2025	Math department chair	Early Release Monday/Wednesday
<p><u>Activity 3</u></p> <p>ILT reviews math goal and math department plan to determine how the whole school can support.</p>	SIP and Math Plan	By December 1, 2025	ILT	ILT Meetings
<p><u>Activity 4</u></p> <p>Train staff on administering the new STAR math assessment</p>	STAR system	Fall 2025 prior to administering assessment	IF, Principal	STAR and August time
<p><u>Activity 5</u></p> <p>Train all teachers on reading and analyzing the reports from the new STAR math assessment</p>	STAR MathReports	Fall 2025 after administering assessment and throughout the year to review	IF, TOSA	Monday/Wednesday Early Release to analyze data three times a year

5d. SY 2025–2026 SMARTIE Goal #5:

Attendance Goal

Increase the percentage of students attending each class period by 10% from midterm to semester, specifically focusing on ELL and SWD.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Who will monitor the progress of this overarching goal?

When/how often will they monitor progress toward this overarching goal?

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

****Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)***

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

<u>Activity 1</u> Review previous year's attendance data with ILT then all staff to determine a meaningful attendance goal.	State attendance, district attendance, Homeroom Connect attendance reports	August 2025	Assistant Principal over attendance	Homeroom Connect, School report card, district attendance emails
<u>Activity 2</u> Determine a baseline data for attendance goal three weeks after schools starts	Homeroom Connect attendance reports	September 2025	Assistant Principal over attendance	Homeroom Connect
<u>Activity 3</u> Re-establish building attendance committee and set regular times to meet	Meeting schedule and agendas	September 2025	Assistant Principal over attendance	Early release Wednesday or afternoon school/before school meetings (based on categorical proposal)
<u>Activity 4</u> Monitoring attendance and communicating with families twice monthly	Homeroom Connect Reports	Ongoing throughout the year	Attendance committee, Attendance specialist, transition specialists, counselors	Homeroom Connect reports, time

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

4. Click or tap here to enter text.

5. Click or tap here to enter text.

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2025–26)

***NOTE:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.*

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	Used for basic education. All students are Basic Education students first.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Two student transition specialists, instructional facilitator and a student retrieval specialist. New teacher mentoring program, Instructional leadership team, collaboration of professional learning teams, and instructional professional development. credit retrieval and summer school. PBIS committee, attendance committee, advisory committee, and other committees as decided.
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	We are not an OSSI school and do not receive these funds
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	Title II funds are not given directly to buildings at YSD
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	Three ELD teachers, two para educators, and after school tutoring targeted for L1 and L2 multilingual learners. Professional development for ELD and Gen Ed teachers on inclusionary practices and new secondary EL model ; Book Study and PD- 7 Steps to a Language-Rich, Interactive Classroom
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Title IV dollars are not given to the buildings at YSD and are used to support District level professional development and resources funding

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2025–26)

***NOTE:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “not applicable” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.*

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	Three Read 180 teachers, instructional facilitator, and credit retrieval teacher. credit retrieval and summer school. PBIS committee, attendance committee, and advisory committee. Collaboration of professional learning teams. After school tutoring for math and ELA.
Local Funds	Local levy revenue may be combined in schoolwide programs.	
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Migrant graduation specialist, one migrant student advocate, migrant family nights and student field trips. Native education Teacher on special assignment and Native Ed home liaison pro-tech (district positions); College Success Foundatio, other grants that support a Student support specialist and mental health counselor from the local ESD

Yakima School District – Strategic Plan Goals and Measures:

- **GOAL 1: The Early Years: Developing a Strong Foundation**
 - 1.1 Increased percentage of Kindergarteners who demonstrate resilience, engagement in purposeful play, creativity in problem-solving, and prudent risk-taking in learning.
 - 1.2 Increased percentage of students in PK-3 who meet growth criteria for the whole child: social-emotional, physical, literacy development, mathematics, and scientific/technological.
 - 1.3 Increased percentage of students meeting or exceeding grade-level standards by the end of third grade in literacy and numeracy (based on multiple measures).

- **GOAL 2: All Students: Empowered, Connected, Supported, Resilient, Engaged**
 - 2.1 Increased percentage of students who feel safe, have a sense of belonging, and believe that their school is inclusive and offers opportunities for student voice.
 - 2.2 Increased use of positive alternative options to suspension and rules that are fair and equitable.
 - 2.3 Increased percentage of students engaged in their own academic progress, goal setting, and personal development plans.

- **GOAL 3: Equitable Opportunity to Achieve Core Mastery & Critical Thinking**
 - 3.1 Increased student ability to use feedback, engage in self-assessment, and set goals related to their learning.

- 3.2 Increased percentage of students who demonstrate mastery of relevant skills in multiple ways.
- 3.3 Increase equity of access to and achievement in rigorous academic courses and programs for all student subgroups.
- GOAL 4: Bilingual, Biliterate by Graduation
 - 4.1 Increased percentage of students achieving the Washington State Seal of Biliteracy or meeting/exceeding grade-level standards in two or more languages.
 - 4.2 Increased percentage of students enrolled in a world language or two-way dual language program.
 - 4.3 Increased percentage of students who model positive social skills and resilience for a culturally diverse community.
- GOAL 5: Persistence Through Graduation and Beyond
 - 5.1 Increased percentage of students who demonstrate successful transitions from Pre-Kindergarten to Kindergarten, Kindergarten to Elementary, Elementary to Middle, Middle to High School, High School to College/Post-Secondary experiences.
 - 5.2 Increased percentage of students passing classes in 6th–9th grades, resulting in an increased percentage of 10th grade students on track to graduate.
 - 5.3 Increased percentage of seniors with a High School and Beyond Plan that includes one of these: an acceptance letter to college, the military, trade/technical training, industry certification/apprenticeship, or verifiable employment.